

2021 Annual Report to The School Community



School Name: Bundoora Secondary College (7874)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2021 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 27 March 2022 at 04:20 PM by Anesti Anestis (Principal)

- This 2021 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 06 May 2022 at 12:52 PM by Robert Becker (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school, an outline of the school's performance over the year and future directions.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them through the implementation of their School Strategic Plan and Annual Implementation Plan.

What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Secondary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Secondary schools

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
- all subjects for Victorian Certificate of Education (VCE) examinations

Engagement

Student attendance and engagement at school, including:

- how many Year 7 students remain at the school through to Year 10
- how many exiting students go on to further studies or full-time work

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Results are displayed for the latest year and the average of the last four years (where available). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes.

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

What is the 'Victorian Curriculum'?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

About Our School

School context

School vision and values

Empowering a life long love of learning to thrive in a rapidly changing world.

We live by our school values Respect, Responsibility, Resilience, Relationships and Rigour (the 5 Rs).

School purpose

The core purpose of this College is to provide a broad and challenging education in order to develop students' 21st Century skills, abilities and knowledge needed as a foundation for further education, training, work and community participation.

Workforce composition

FTE Teaching staff 26.64, including; Assistant principals 2, leading teachers /learning specialists 5.36

FTE Education support staff 16.8

Aboriginal and Torres Strait Islander staff 1

School size, structure and geographic location

Bundoora Secondary College is a Year 7 to 12 co-educational post-primary College in a quiet residential area of Bundoora, a northern suburb of Melbourne. In 2021, the College had 352 students and is well serviced by College buses and public transport, Latrobe University and RMIT Bundoora Campus. Students at BSC are not bound by the traditional year level classes. The school is broken into Entry Year (the traditional Year 7), PACE21 (traditionally Years 8-10) and VCE/VCAL (traditionally Years 11 and 12). This vertical offering of subjects creates student choice and provides flexibility in the learning program ensuring that all students are engaged in their learning at their point of interest and challenged at their point of need.

This complex is set within spacious grounds that include courtyard style buildings, which contain specialist areas including the recently refurbished Library Resource Centre, the ECA Centre contains a gymnasium, new fitness facility, and Drama studio, The Arts and Technology areas include Food, Art and Craft, Woodwork, Ceramics, Media and Music laboratories. Science rooms are fully equipped for practical experiments and activities. The school has a 1:1 laptop program and there are computer Pods accessible throughout the College to support specialist curriculum learning programs.

Social and enrollment characteristics

We are a diverse community from a range of backgrounds including indigenous, ESL and refugee families. The enrolment has been declining since 2010, and stabilized in the last 2 years since the adoption of 'Take Control' empowerment education model. Throughout 2021, the accelerated implementation of the model is attracting greater interest and enquiry well outside the designated school zone.

We provide a variety of opportunities for student voice at BSC such as a Student Leadership council, student lead tours, hosting of assemblies, the holding of positions on College Council. At Bundoora students have an authentic voice and agency in the decision making at the school.

Strong emphasis is placed on catering for the individual learning style of each student. Achievements are recognised and celebrated. Bundoora promotes an environment that encourages students to investigate, understand and actively participate in their learning through a variety of teaching and learning strategies. Parents are welcome and encouraged to participate in all College activities and to work with teachers in developing positive educational outcomes for their children. While formal reporting to parents takes place twice times a year, the College emphasises the continual monitoring and communication of student progress to students and parents.

352 students were enrolled in 2021 of whom 5 were EAL students, 14 Aboriginal, and 24 PSD. The school had a Student Family Occupation and Education Index of 0.4475

Framework for Improving Student Outcomes (FISO)

The College's 2021 AIP focused on implementation of Key Improvement Strategies related to the FISO dimensions of Building Practice Excellence, Curriculum Planning and Assessment and Building Leadership Teams. This included:

- *Design of the empowerment instructional practice for deep learning (integrated) electives
- *Implementation of the targeted teaching maths and english program
- *Focus on creating the whole school social emotional learning program through PAL
- *Introduction of an integrated merit and student leadership program

Despite the interruptions of Remote Learning in 2021, the school was able to demonstrate growth in many areas as measured by a school self-assessment against the FISO Continua. The data used to inform these judgements were a range of student, staff and parent surveys, student and parent forums and learning data collected throughout the year. To achieve this growth staff were supported by the Leadership Team who worked collectively with a focus on Teaching and Learning and Building a Positive Climate for Learning. The Leadership Team adjusted their actions across the year to meet the ever-changing learning environment in 2021.

These programs are continuously evolving and are set for review throughout 2022. Positive gains in the School parent Survey showed clear evidence of the noticeable impact of these initiatives on the climate for learning.

Achievement

In 2021 the school continued work on its strategic plan goal of maximizing the learning and growth in Literacy and Numeracy for each student.

Students in Years 7-8, demonstrated expected growth, however students through to 9-10 showed limited growth in both literacy and numeracy according to teacher judgements. The school met the 12-month target of increasing the VCE All Studies mean score to 28

A range of additional literacy support in the classrooms and withdrawal groups were continuously trialed in PACE classes in 2021 with success. Several students were identified as suitable for acceleration of their learning and were provided with access to higher level learning in selected subjects.

The school's continued investment in technology to improve our learning programs was very beneficial in allowing the seamless continuation of learning during the periods of remote learning. Office 365 tools including Microsoft Teams and OneNote were used to communicate and provide synchronous classes allowing teachers and students to collaborate, connect and provide feedback to each other. Communication with our community also continued and in some cases improved through the use of technology and this included Learning Conferences via Webex video conferencing which strengthened our partnerships with parents to support student learning

Students supported through the Program for Students with a Disability all showed satisfactory progress in achieving their individual goals as identified in their Individual Education Plans.

Engagement

The average days absent per full time equivalent students continued to reduce since 2017 from 27.5- 22.92. Although this is high relative to the median for all Victorian government school, the trend is encouraging. Due to the nature of remote learning for much of 2021, these figures are the result of recording students engaging with online attendance protocols. Student attendance is recorded for each lesson by class teachers using an online information management system, Compass. Attendance was also monitored by the attendance officer and the School level Leaders (Middle and Senior). Parents are also able to monitor attendance using the Compass portal and are contacted by SMS if their child is absent from school without an approval. A Student Absence Learning Plan is developed for those students who are absent from school for extended periods either as a consequence of serious illness or a family holiday. Intensive support is provided by the Student Wellbeing Team for students who are absent due to serious illness and/or mental

health issues. The Student Wellbeing Team also co-ordinate an Outreach Program for students who, for whatever reason, are finding it difficult to attend school on a regular basis.

The comprehensive pathways program embedded to PAL curriculum includes extensive careers and course counselling for all school students. All students complete an annual Career Action Plan identifying their areas of interest and how they can pursue and develop these passions. This is complemented by ongoing incursions, pathways experiences, immersion days and guest speakers. PACE 2 students complete Morrisby testing culminating in a one-on-one interview with a trained Morrisby counsellor. Morrisby endeavours to highlight areas of interest and relate these to potential future pathways. This is an invaluable tool that can also assist students in selecting an appropriate Work Experience placement in PACE 3. Early exposure and exploration of potential areas of interest and pathways is paramount to providing our students with a solid foundation to become active participants in their chosen areas of interest. Students are empowered with the tools to explore areas of interest facilitated by the dedicated Careers and Pathways Team.

Wellbeing

Student wellbeing is a precursor to learning and, consistent with our vision for happy, healthy, resilient students. Improving student engagement with the learning culture continued to be a focus in 2021 with the College expanding the wellbeing/pastoral program to 4 periods per week. In addition a Chaplain (resilience worker) worked across all Entry PAL homegroups.

Pastoral care continues to be a focus. Health and wellbeing learning and supports continued to be prioritized through the pastoral (PAL) system. This involved explicit teaching and learning strategies along with small group a individual checkins. Throughout 2021, both the Wellbeing Team and PAL pastoral care teachers ensured all students' wellbeing was monitored weekly as they learnt remotely. PAL teachers, linked via common stages of learning, met weekly to upskill their data analysis so as to monitor students and knowledge/ skills of wellbeing indicators and interventions. The PAL program remains central to the Bundoora SC experience as it facilitates the 'knowing the person' philosophy of the College.

A breadth of co-curricular and student leadership opportunities continue to be offered to enhance students' connectedness to school and to build their sense of belonging. We will continue to promote and celebrate student participation, leadership and service to the community

Finance performance and position

The Operating Statement Summary for the year ending 31 December 2021 indicates a Total Operating Revenue of \$6,017,086 and the Total Operating Expenditure of \$5,711,343. This indicates a Net Operating Surplus of \$305,743. The financial commitments leading into 2022 were \$193,864, which reduced this operating surplus to \$111,879. The surplus funds relate to projects completed over the January break, including new glass windows and doors to the LRC, Makerspace and Farm/environment centre, landscape-concrete for the new bike shed and shade sail area, alongside additional contribution of \$25K to \$200K inclusion grant for the refurbishment of the courtyard between the O&M block.

For more detailed information regarding our school please visit our website at
<https://www.bundoorasc.vic.edu.au/>

Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 354 students were enrolled at this school in 2021, 163 female and 191 male.

13 percent of students had English as an additional language and 4 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

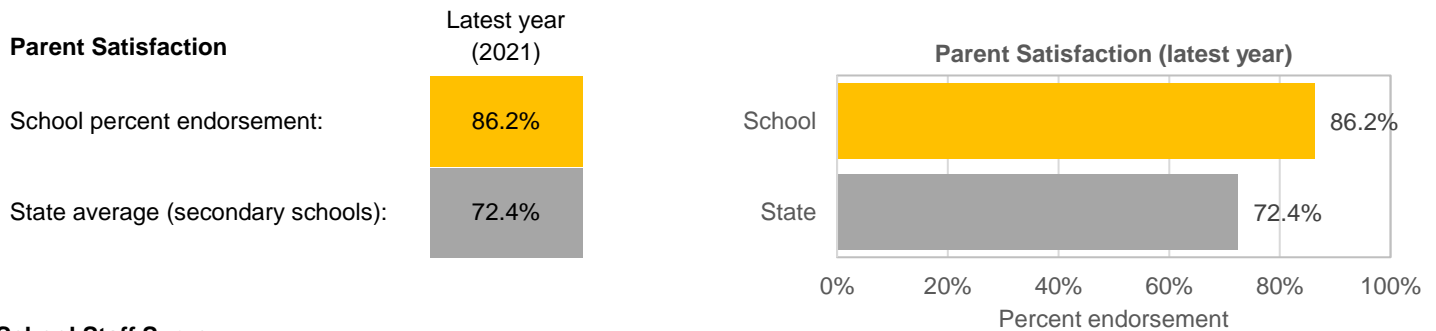
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: Medium

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

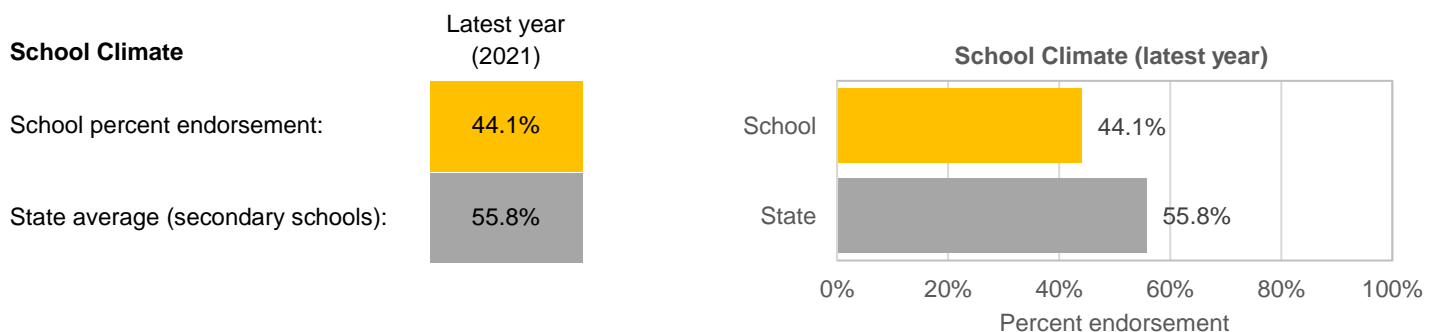


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



ACHIEVEMENT

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

English Years 7 to 10

Latest year
(2021)

School percent of students at or above age expected standards:

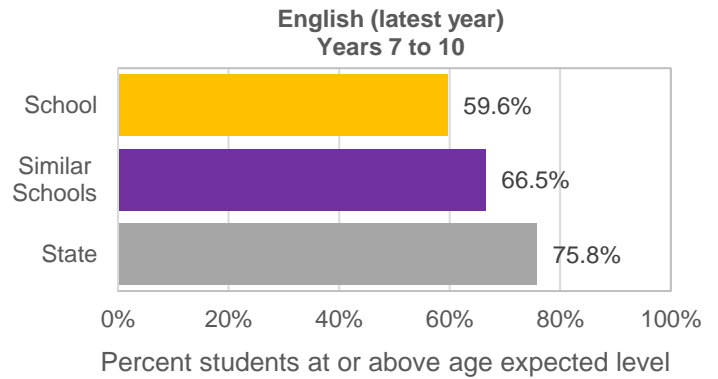
59.6%

Similar Schools average:

66.5%

State average:

75.8%



Mathematics Years 7 to 10

Latest year
(2021)

School percent of students at or above age expected standards:

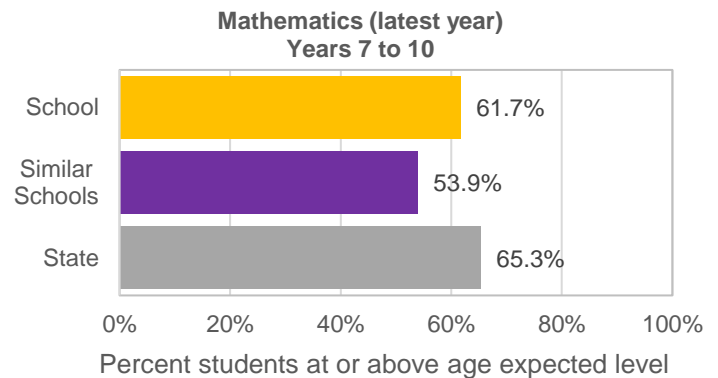
61.7%

Similar Schools average:

53.9%

State average:

65.3%



ACHIEVEMENT (continued)

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

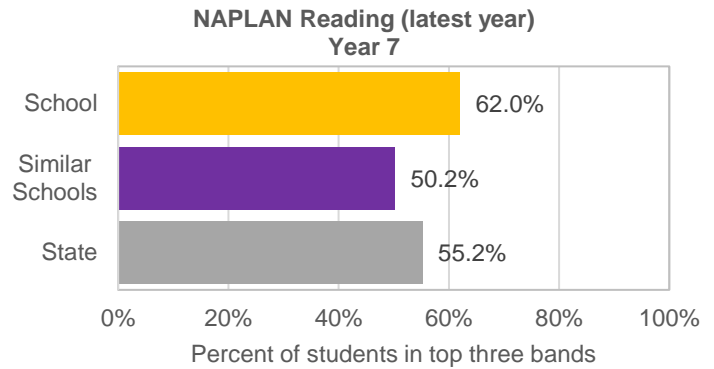
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2018, 2019 and 2021 data.

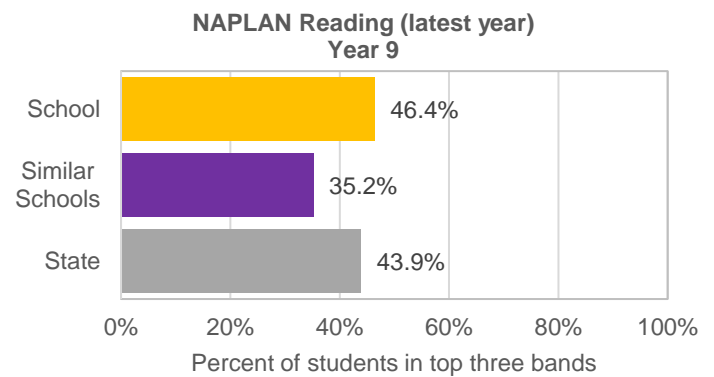
Reading Year 7

	Latest year (2021)	4-year average
School percent of students in top three bands:	62.0%	52.3%
Similar Schools average:	50.2%	48.0%
State average:	55.2%	54.8%



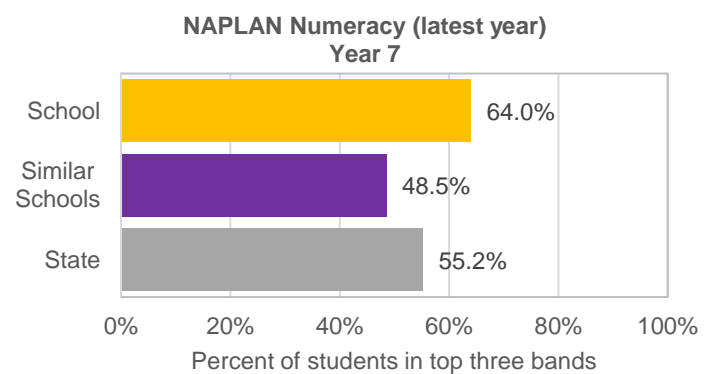
Reading Year 9

	Latest year (2021)	4-year average
School percent of students in top three bands:	46.4%	42.0%
Similar Schools average:	35.2%	38.3%
State average:	43.9%	45.9%



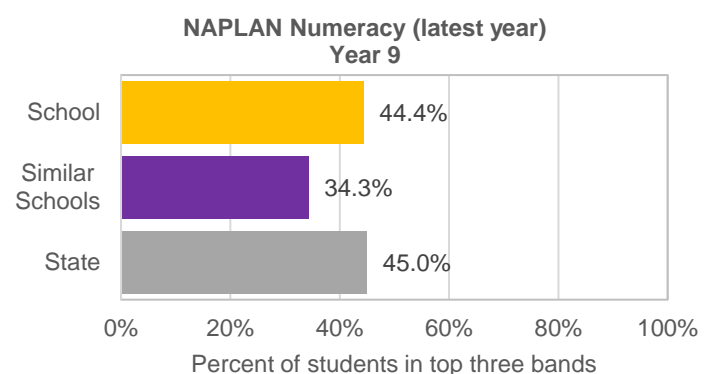
Numeracy Year 7

	Latest year (2021)	4-year average
School percent of students in top three bands:	64.0%	53.3%
Similar Schools average:	48.5%	47.6%
State average:	55.2%	55.3%



Numeracy Year 9

	Latest year (2021)	4-year average
School percent of students in top three bands:	44.4%	35.7%
Similar Schools average:	34.3%	37.5%
State average:	45.0%	46.8%



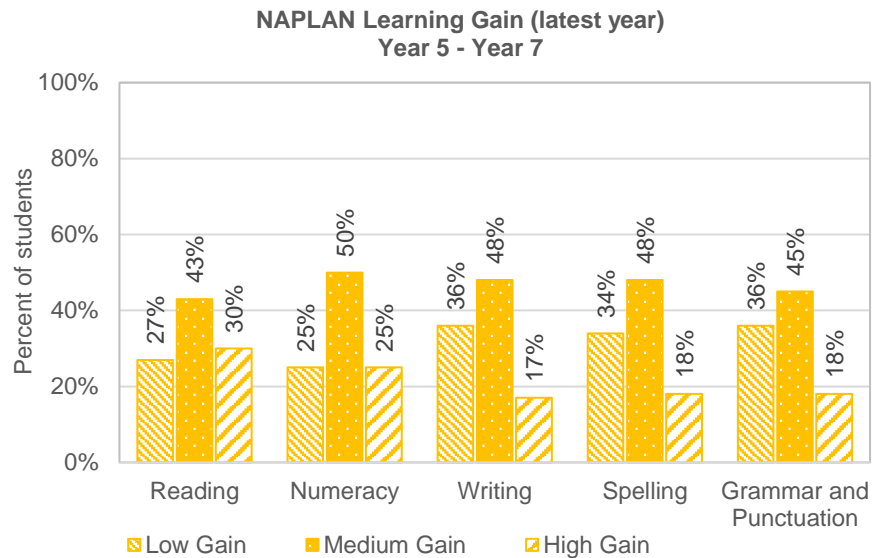
ACHIEVEMENT (continued)

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative to the results of all 'similar' Victorian students (i.e., students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.

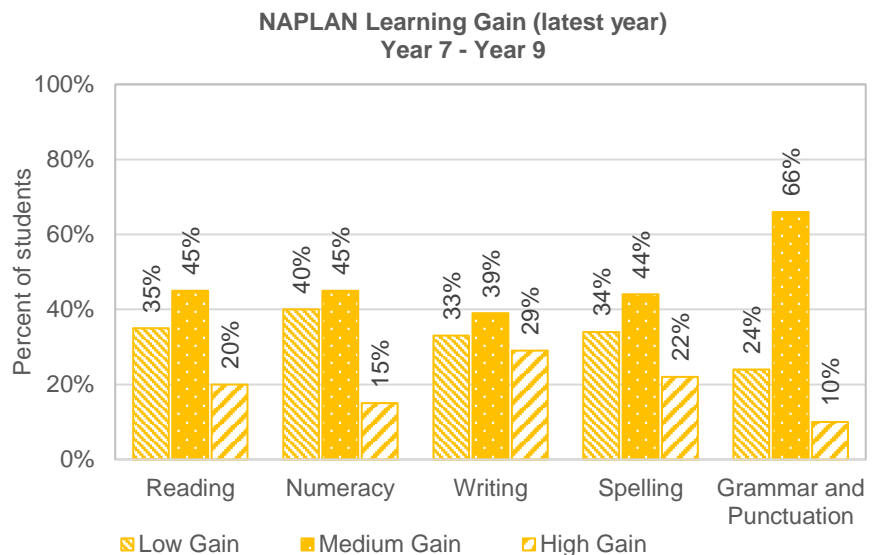
**Learning Gain
Year 5 (2019) to Year 7 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	27%	43%	30%	20%
Numeracy:	25%	50%	25%	19%
Writing:	36%	48%	17%	20%
Spelling:	34%	48%	18%	20%
Grammar and Punctuation:	36%	45%	18%	19%



**Learning Gain
Year 7 (2019) to Year 9 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	35%	45%	20%	22%
Numeracy:	40%	45%	15%	20%
Writing:	33%	39%	29%	18%
Spelling:	34%	44%	22%	20%
Grammar and Punctuation:	24%	66%	10%	19%



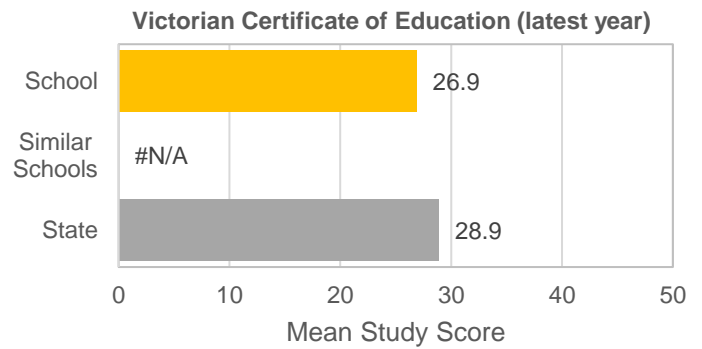
ACHIEVEMENT (continued)

Victorian Certificate of Education (VCE)

Mean study score from all VCE subjects undertaken by students at this school. This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score.

The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.

Victorian Certificate of Education	Latest year (2021)	4-year average
School mean study score	26.9	22.9
Similar Schools average:	26.1	NDA
State average:	28.9	28.9



Students in 2021 who satisfactorily completed their VCE:

95%

Year 12 students in 2021 undertaking at least one Vocational Education and Training (VET) unit of competence:

48%

VET units of competence satisfactorily completed in 2021*:

71%

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2021:

76%

* Due to COVID-19, there may be some under-reporting of VET completed competencies from schools due to students still completing outstanding 2021 VET units in 2022.

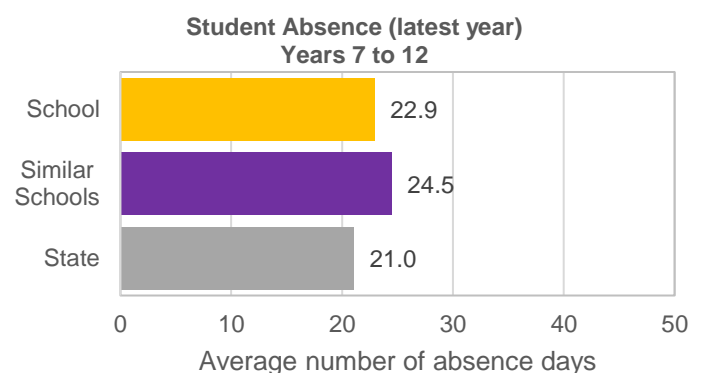
ENGAGEMENT

Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 and 2021 may have been influenced by local COVID-19.

Student Absence Years 7 to 12	Latest year (2021)	4-year average
School average number of absence days:	22.9	25.2
Similar Schools average:	24.5	22.7
State average:	21.0	19.6



ENGAGEMENT (continued)

Attendance Rate (latest year)

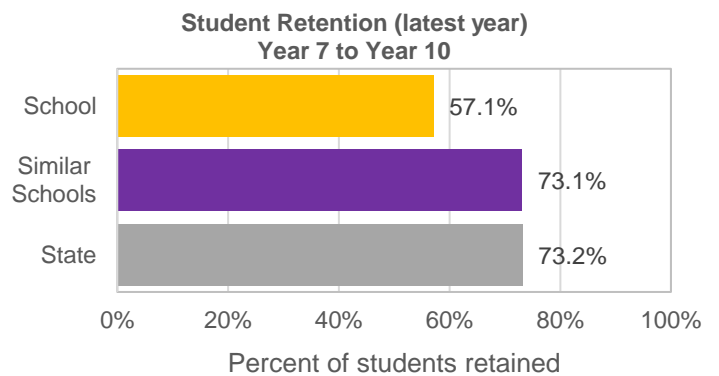
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	89%	89%	86%	89%	90%	91%

Student Retention

Percentage of Year 7 students who remain at the school through to Year 10.

Student Retention Year 7 to Year 10

	Latest year (2021)	4-year average
School percent of students retained:	57.1%	64.4%
Similar Schools average:	73.1%	71.8%
State average:	73.2%	72.9%



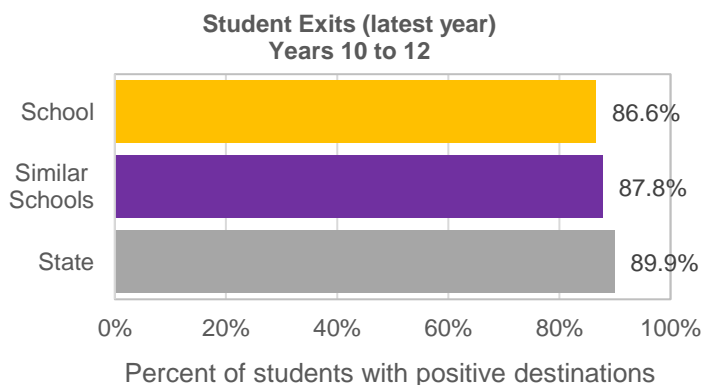
Students exiting to further studies or full-time employment

Percentage of students from Years 10 to 12 going on to further studies or full-time employment.

Note: This measure refers to data from the year when students exited the school. Data excludes destinations recorded as 'Unknown'.

Student Exits Years 10 to 12

	Latest year (2020)	4-year average
School percent of students to further studies or full-time employment:	86.6%	84.8%
Similar Schools average:	87.8%	86.8%
State average:	89.9%	89.2%



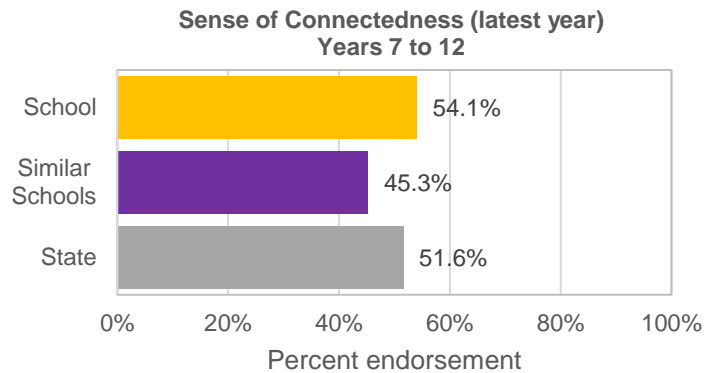
WELLBEING

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness Years 7 to 12	Latest year (2021)	4-year average
School percent endorsement:	54.1%	53.8%
Similar Schools average:	45.3%	47.4%
State average:	51.6%	54.5%

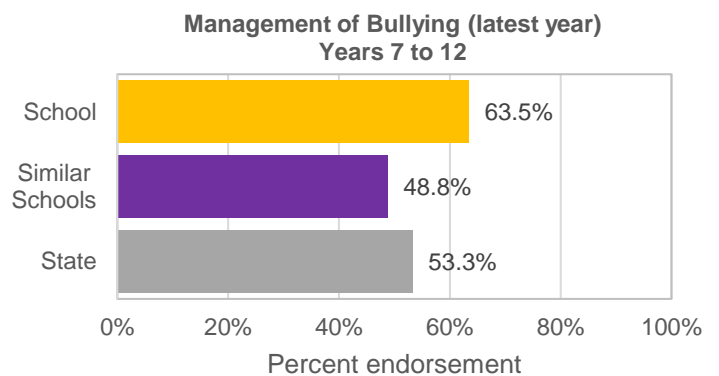


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Management of Bullying Years 7 to 12	Latest year (2021)	4-year average
School percent endorsement:	63.5%	58.2%
Similar Schools average:	48.8%	51.6%
State average:	53.3%	56.8%



Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2021

Revenue	Actual
Student Resource Package	\$4,783,181
Government Provided DET Grants	\$977,733
Government Grants Commonwealth	\$0
Government Grants State	\$19,800
Revenue Other	\$67,286
Locally Raised Funds	\$169,086
Capital Grants	\$0
Total Operating Revenue	\$6,017,086

Equity ¹	Actual
Equity (Social Disadvantage)	\$261,730
Equity (Catch Up)	\$25,387
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$287,117

Expenditure	Actual
Student Resource Package ²	\$4,705,977
Adjustments	\$0
Books & Publications	\$2,252
Camps/Excursions/Activities	\$70,404
Communication Costs	\$14,221
Consumables	\$111,339
Miscellaneous Expense ³	\$158,607
Professional Development	\$44,240
Equipment/Maintenance/Hire	\$108,955
Property Services	\$141,526
Salaries & Allowances ⁴	\$199,873
Support Services	\$50,464
Trading & Fundraising	\$30,584
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$109
Utilities	\$72,793
Total Operating Expenditure	\$5,711,343
Net Operating Surplus/-Deficit	\$305,743
Asset Acquisitions	\$19,500

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 10 Mar 2022 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2021

Funds available	Actual
High Yield Investment Account	\$712,889
Official Account	\$68,019
Other Accounts	\$10,879
Total Funds Available	\$791,787

Financial Commitments	Actual
Operating Reserve	\$148,772
Other Recurrent Expenditure	\$5,460
Provision Accounts	\$0
Funds Received in Advance	\$21,788
School Based Programs	\$5,352
Beneficiary/Memorial Accounts	\$50
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$12,441
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$193,864

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.